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SPECIAL REPORT 92-003

RAPE AWARENESS  
AND  
PREVENTION TRAINING

DECEMBER 1991

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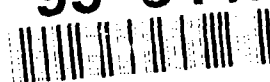
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<p>The incidents of rape have reached epidemic proportions in the United States. The U.S. Department of Justice reports that a woman in the United States is 20 times more likely to be raped than in Japan; 13 times higher than Great Britain; and 4 times higher than Germany. It is estimated that a woman is raped every 6 minutes and young males, ages 12-16, are becoming the fastest growing population to become victims of sexual assault. In response to this growing national epidemic, the Commanding Officer of the Naval Training Systems Center requested a study to assess the parameters and dynamics involved in rape prevention and awareness training.</p> <p style="text-align: right;">(continued)</p>				
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Through education the number of rapes can be reduced. Rape prevention and awareness training increases the male's sensitivity to the issue of rape, their understanding of the role they play in society, and what can be done to stop the crime. For females, training provides a greater sensitivity to the realities and frequency of rape and the importance of taking steps to reduce one's vulnerability.

The report provides a detailed literature review of the areas and issues that should be included in a Rape Awareness and Prevention curriculum. Content areas include skills to reduce vulnerability, myths versus realities of rape, cultural influences on rape, prevention measures, the relationship of substance and alcohol abuse and rape, and the willingness to assume the responsibility for rape prevention.

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## EXECUTIVE SUMMARY

### PROBLEM

According to Senator Joseph Biden, Chairman of the Senate Judiciary Committee rape has reached epidemic proportions in the United States (Orlando Sentinel, 1991). The U.S. Department of Justice reports that a woman in the United States is 20 times more likely to be raped than in Japan; 13 times higher than Great Britain; and 4 times higher than Germany (Congressional Caucus for Women's Issues, 1990). It is estimated that a woman is raped every 6 minutes in the United States. One in three women will become a victim of rape (Congressional Caucus for Women's Issues, 1990). The number of reported rapes in 1990 increased by 6.3 percent, increasing from an estimated 94,504 in 1989 to 100,433 in 1990. Young males, ages 12-16, are becoming the fastest growing population to become victims of sexual assault (Response, no date). One in six males will be sexually assaulted in their life time.

Although these statistics are alarming, the criminal justice system has indicated that this may be a gross underestimation of the severity of the problem. Due to fears, misconceptions, and myths, only one in ten rapes are reported. Even if the crime is reported, less than 40 percent of the reported rapes result in arrest and the conviction rate is only 3 percent (Congressional Caucus for Women's Issues, 1990).

### PURPOSE

In response to this growing national epidemic, the Commanding Officer of the Naval Training Systems Center (NAVTRASYSCEN) requested a study to assess the parameters and the dynamics involved in rape prevention and awareness training.

### APPROACH

The study involved the compilation of "lessons learned" from a variety of sources including an extensive literature review, local and national agencies associated with rape awareness and prevention, and universities.

### FINDINGS

Rape prevention and awareness training provides a forum to increase sensitivity to the realities of rape and to the vulnerability of becoming a victim of rape. Specialists believe that through education, the number of cases of date rape can be reduced. In an integrated environment, males and females can explore the various issues and responsibilities involved in human sexuality.

The report identifies the content area and issues to be addressed in a Rape Prevention and Awareness course, and provides an extensive review of the literature. The use of self-defense is presented as one element in a broader strategy. The ultimate decision to fight back is the victim's.

Training for instructors is required to provide the skills needed to effectively deal with the sensitive issues of rape, to reduce the male defensiveness, and to recognize the training's potential impact on victims of rape and sexual assault. If the training is provided, resources must be identified and readily available to trainees who were victims of sexual assault. Survivors of rape who do not receive counseling, are three times more likely to be attacked again.

The following implications for a military environment were discussed: vulnerability of recruit population; the relationship of male bonding and rape; and the perception that military environments are secure.

#### RECOMMENDATIONS

The following recommendations are offered to improve the training environment:

- . Develop a comprehensive rape prevention and awareness training program utilizing the material provided in Appendix A. The curriculum can be used in both the military and civilian environments. Curriculum developers must focus on changing behaviors, attitudes, and perceptions.

- . Develop an interactive training environment which facilitates exchanges between males and females as well as the destruction of popular myths concerning rape. Such an environment will also allow rehearsal of decision making skills and behaviors to reduce the likelihood of a trainee becoming a victim of rape.

- . Train males and females together. Open communication will assist both sexes to understand the realities of rape.

- . Develop quantitative measures of effectiveness to assess changes in behavior, attitudes, and learning. Pre and post training assessments measures, behavioral checklists and attitudinal measures should be included in the training program.

- . Use instructor teams which include key male personnel in the organization. Males training males convey the criticality of the issues to be addressed. Ideally, the instructor team would consist of both a male and a female.

- . Conduct an instructional media selection assessment to determine the most effective media for delivery of Rape Prevention and Awareness training, including technologies, i.e., interactive courseware.

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## INTRODUCTION

### PROBLEM

According to Senator Joseph Biden, Chairman of the Senate Judiciary Committee rape has reached epidemic proportions in the United States (Orlando Sentinel, 1991). The U.S. Department of Justice reports that a woman in the United States is 20 times more likely to be raped than in Japan; 13 times higher than Great Britain; and 4 times higher than Germany (Congressional Caucus for Women's Issues, 1990). It is estimated that a woman is raped every 6 minutes in the United States. One in three women will become a victim of rape (Congressional Caucus for Women's Issues, 1990). The number of reported rapes in 1990 increased by 6.3 percent, increasing from an estimated 94,504 in 1989 to 100,433 in 1990. Young males, ages 12-16, are becoming the fastest growing population to become victims of sexual assault (Response, no date). One in six males will be sexually assaulted in their life time.

Although these statistics are alarming, the criminal justice system has indicated that this may be a gross underestimation of the severity of the problem. Due to fears, misconceptions, and myths, only one in ten rapes are reported. Even if the crime is reported, less than 40 percent of the reported rapes result in arrest and the conviction rate is only 3 percent (Congressional Caucus for Women's Issues, 1990).

### PURPOSE

In response to this growing national epidemic, the Commanding Officer of the Naval Training Systems Center (NAVTRASYSCEN) requested a study to assess the parameters and the dynamics involved in rape prevention and awareness training.

### ORGANIZATION OF THE REPORT

In addition to this introduction, the report contains four sections and three appendices. The approach section describes the method used to draw lessons learned from specialists working in the area of rape prevention and awareness training. The lessons learned are presented in the findings section. The final two sections contain conclusions and recommendations. Appendix A summarizes the content areas and issues usually addressed in rape prevention and awareness training. Appendix B contains the exercises used to clarify values, beliefs, and attitudes towards rape and sexual intimacy, and Appendix C contains a list of available resources for information regarding rape prevention and awareness training.

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### APPROACH

The legal definition of rape varies from state to state. For this report, rape is defined as any forced oral, anal, or vaginal penetration by union with a sex organ of another, or oral, anal, or vaginal penetration by another by any other object (FL Statues 79.011 Rev 1974).

The study involved the compilation of "lessons learned" from the following sources:

- . An on-line literature search at the University of Central Florida, Orlando, FL. The search included the following databases: Educational Resources Information Center (ERIC), Psychological Abstract Information Service (known as PsychoInfo), and Dissertation Abstracts.

- . National Agencies

National Institute of Justice Reference Service  
Violence & Traumatic Stress Research Branch  
Alternative to Fear  
Center for Women Policy Studies  
National Crime Prevention Council  
National Victims Resource Center  
National Coalition Against Sexual Assault

- . Local Agencies

Winter Park Police Department, Winter Park, FL  
Central Florida Crimeline, Orlando, FL  
Alachua County Department of Human Services, Gainesville, FL  
Central Florida Safety Council, Orlando, FL  
Rape Response Crisis Hotline, Orlando, FL  
Women Against Rape (W.A.R.), West Palm Beach, FL.

- . Universities

University of Central Florida, Orlando, FL  
University of Miami, Miami, FL  
University of Florida, Gainesville, FL  
Auburn University, Auburn, AL.

Data collection was focused on, but not limited to, addressing the following issues.

- . Identifying the target audience for this type of training.
- . Determining whether males should receive training on rape prevention.
- . Clarifying whether training should include both (male and females) in the same forum.

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- . Defining content areas to be addressed in the training.
- . Determining whether self-defense should be the main focus.
- . Identifying the methods of instruction and media used in training.
- . Collecting measures of training effectiveness.
- . Highlighting the implications of rape awareness and prevention training for the military environment.

## FINDINGS

This section summarizes the "lessons learned" from the specialists concerning the various dynamics involved in rape prevention and awareness training.

### TARGET AUDIENCE FOR RAPE PREVENTION AND AWARENESS TRAINING

Specialists believe that through education, the number of rapes can be reduced. Rape prevention and awareness training increases the male's sensitivity to the issues of rape, their understanding of the role they play in society, and what can be done to stop the crime. For females, training provides a greater sensitivity to the realities and frequency of rape, and to the importance of taking steps to reduce one's vulnerability.

Men must take an active role in preventing rape (Moses, 1991). In an integrated environment, males and females can explore the various issues and responsibilities involved in human sexuality. Both sexes have an opportunity to communicate their concerns, beliefs, and attitudes towards sex and intimacy. In the past, the target audience for rape prevention and awareness training was females. Recently there has been a shift to include males. Many colleges have successfully integrated males and females in training, although most training is voluntary. Some universities require all students to attend a mandatory training session on rape prevention.

It must be recognized that many men are not receptive to this type of training (Keller, no date). Rape is a sensitive issue and the male's initial reaction is usually one of defensiveness. The resistance can be reduced by using male instructors. Males instructing males tend to be more successful in communicating the seriousness of the issues (Warshaw, 1988). Workshops on rape prevention, particularly date rape, from the perspective of being a better lover, have been successful in communicating the realities of rape without increasing the male's level of resistance and defensiveness (Warshaw, 1988).

### CONTENT AREAS TO BE ADDRESSED IN TRAINING

The primary objectives of Rape Prevention and Rape Awareness Training is to heighten the sensitivity of the audience to the issues involved in all forms of rape; to provide options to reduce one's vulnerability of becoming a victim; to identify strategies and available options if attacked; and to improve the lines of communication between the sexes. The following areas are usually addressed in training: myths versus the realities of rape; cultural influences on rape; skill development to reduce vulnerability to becoming a victim; prevention measures; and options for dealing with an attack and the aftermath of the rape experience.

Specific skills were identified as critical training elements. For males, training should include the following: empathetic skills; listening skills; effective communication skills; the relationship of substance and alcohol abuse and rape; and the willingness to assume the responsibility for

rape prevention (self and group). For females the following areas should be included: assertiveness skills, situational awareness skills, observation skills, intervention skills, effective communication skills and the relationship of alcohol and substance abuse and rape. Training in assertive communication skills may reduce the vulnerability to becoming a victim. Warshaw (1988) indicated there is a strong relationship between the use of assertive behaviors and the reduction in the likelihood of becoming a victim. Appendix A provides a detailed summary of the content areas usually addressed in this training.

#### USE OF SELF-DEFENSE

There is not a cookbook answer on how to prevent rape, due to the fact that rape is a dynamic, complex phenomenon. During the early 1960s, rape prevention and awareness training was predominately self-defense, and the use of physical force to resist an assailant. Today, the use of self-defense is presented as one element in a broader strategy. It is not presented as the ultimate solution to preventing a rape. A potential victim of rape must be aware, that if the decision is to fight, then they must be prepared to gravely injure or kill the assailant. Ineffective blows or hits may aggravate the situation, antagonize the rapist, and may increase the probability of being severely injured.

Self-defense training can create a false sense of security which may reduce an individual's sensitivity to potential dangers. If self-defense is a component of rape prevention and awareness training, it must be presented as an option, and the potential risks must be identified. Self-defense training may not prepare individuals for the realities of an assault. The effective use of self-defense requires dedication and continuous practice. Most individuals are not willing to invest the time or the dedication needed to become proficient. "Most self-defense classes fail to assist women in overcoming the social conditioning against fighting, even to protect themselves (Levoy, 1990, p.9)." Many programs fail to provide realistic training to deal with an actual assault. Forty percent of the victims are knocked to the ground, whereas, 90 percent of the martial arts training involve attacks from a standing position (Levoy, 1990). Survival of an attack may require full-power, full-contact fighting. However, in most martial arts programs, the punches are pulled. Under these conditions, the training lacks the realism of an attack. Participants do not experience the fear or trauma that a potential rape victim experiences.

#### IDENTIFY RESOURCE SUPPORT

Survivors of rape, who do not receive counseling, are three times more likely to be attacked again (Keller, no date). Victims of rape are more likely to attempt suicide than non-victims and are twice as likely to experience major depression (Congressional Caucus for Women's Issues, 1990). The National Institute on Drug Abuse reports that one-third of all rape victims develop post-traumatic stress disorder. Denial is a common reaction

to a rape. Many victims refuse to deal with the incident. It is not uncommon for victims to suppress the events surrounding a rape. The duration of suppression can range from 4 to 5 years.

In a date rape situation the sexual encounter may not be recognized as rape by the victim or the assailant. A study conducted by Dr. Mary Koss for the National Institute of Mental Health found that one in 12 college men admitted to committing acts that met the legal definition of rape, but only 1 percent recognized the behavior as criminal (Freeman, 1990). Females were asked if they had ever been forced to submit to sexual intercourse without their consent (the legal definition of rape). Of those responding yes, 75 percent had answered "no" to the question "Have you ever been raped?" (sample size 7,000).

It is estimated that 15 percent of a training audience can be a victim of rape or sexual assault. For victims who have not dealt with the rape experience, training can produce post-traumatic stress and psychological trauma. Instructors must receive training in how to handle the emotional realities of a victim. The scars of rape are deep and can affect a person for life. The instructor must be equipped with the skills and resources to assist the victim in beginning the healing process. Training can become an opportunity for victims of rape to learn to survive. Resources, counseling, and referral services, victim advocacy programs and support groups in the area should be identified and made available. Victims of rape should be encouraged to seek professional counseling. Appendix C contains a listing of the national resources.

#### TRAINING MEDIA

Universities throughout the country provide Rape Prevention and Awareness Training. There are a variety of instructional methods used, including lecture, group discussion, role playing, and videos. The primary mode of instruction is lecture and group discussion. Group interaction is a key component of the training media. It is important for the sexes to discuss the various issues involved in sexual intimacy and human interaction. Open discussions establish a forum to convey the critical issues regarding rape and sexual intimacy. To supplement the lecture, group exercises are used to facilitate group discussion and an open dialogue between the sexes. Common exercises include: complete the sentence exercise; the myth versus fact questionnaire and a value clarification exercise (Appendix B). The focus of the training should be targeted to changing behaviors, attitudes and perceptions.

#### INSTRUCTOR TRAINING

Instructors must receive training in the subject area. Poorly trained instructors can inadvertently victimize a victim of sexual assault. The instructor must be knowledgeable about the legal, social, and moral issues governing rape and other crimes of sexual assault, and the rights of the victim.

The instructor is responsible for maintaining a nonjudgmental environment. Instructors need effective communication skills, and must be able to facilitate and control group discussions. In an integrated training environment (males and females) instructors must be able to (a) maintain an open dialogue between the sexes; (b) encourage both to recognize the feelings, attitudes, fears, and beliefs of others; and (c) assist the group in maintaining nonadversarial relationship.

#### EFFECTIVENESS MEASURES

The training effectiveness of a rape prevention and awareness course tends to be evaluated through the use of reaction forms. However, we were unable to identify objective, quantifiable measures of effectiveness. Surprisingly, several universities cited an increase in the number of reported rapes and attempted rapes as a measure of effectiveness. The increase in reported cases was perceived as the direct result of the training. An effect of training is heightened sensitivity to the issues and the realities of rape. Training lessens the stigma of rape, removes the blame from the victim, and places the blame on the rapist. If only 1 in 10 rapes is reported, the increased willingness of victims to come forward and report the crime is seen as a positive benefit of the training.

#### IMPLICATIONS FOR THE MILITARY ENVIRONMENT

The lessons learned identified several areas of concern for the military environment. First, the most vulnerable age to be victimized for females ranges from 15 to 24; and from 12 to early 20s for males. The recruit population falls within this category of high vulnerability. For many, it is the first time away from home. They are beginning to explore their new environment, meet new people, and try new found freedoms. However, it is also a time in which they are the most vulnerable. They experience feelings of loneliness, insecurity, isolation, and the need to be accepted. For many it is a time in which they begin to explore their own sexuality. Peer pressure and the need to belong may cloud their judgement and/or increase their risks. Many lack the interpersonal skills to effectively communicate their needs and limitations, and the experience to handle uncomfortable situations.

Another issue of concern is the relationship of male bonding and rape. Studies have shown that closely knit, all male groups are involved in a disproportionate number of rapes, especially gang rapes (Freeman, 1990). Male bonding strengthens the acceptability of committing rape and provides the needed support to carry through with the attack. Common examples of male bonding include fraternities and athletic teams. The socialization of young males also strengthens the acceptability of "taking sex". Many colleges and universities are taking a proactive, offensive role in counterbalancing the impact of male bonding. Fraternities are actively campaigning against rape within their organizations and throughout the university structure. The military environment tends to foster male bonding and to emphasize the importance of functioning as a single unit. Although it is critical for the military to function as a team, it is also important to recognize the inherent risks involved in male bonding. Military leaders must proactively take steps



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to counterbalance its effects and provide the support and credibility for this type of training.

Finally, the perception of a secure, safe environment can create a false sense of security. Military bases tend to foster this perception. Security fences, gates, and military guards create the appearance of safety. As a result, many fail to take simple precautions because the environment is perceived as safe.

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### CONCLUSIONS

This section of the report contains conclusions drawn from the lessons learned from the specialists.

. Rape Prevention and Awareness Training provides an open environment to discuss the sensitive issues surrounding rape; and to reduce one's vulnerability of becoming a victim.

. Although self-defense may be a component of the training, it is not the main focus. There are risks and potential liabilities involved in presenting prevention strategies as guarantees.

. Training requires the interaction of males and females to change attitudes, perceptions, and behavior. Ideally the training environment should be integrated (men and women) to permit an open exchange between the sexes.

. Training for instructors is required to provide the skills needed to effectively deal with the sensitive issues of rape, to reduce the male defensiveness, and to recognize the training's potential impact on victims of rape and sexual assault.

. If the training is provided, resources must be identified and readily available to trainees who were victims of sexual assault.

. Currently, measures of training effectiveness include only reaction data. Quantifiable measures of training effectiveness were not identified.

. Three major issues of concern for the military population were identified: vulnerability of recruit population; the relationship of male bonding and rape; and the perception that military environments are secure.

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## RECOMMENDATIONS

The following recommendations are offered to improve the training environment.

. Develop a comprehensive rape prevention and awareness training program utilizing the material provided in Appendix A. The curriculum can be used in both the military and civilian environments. Curriculum developers must focus on changing behaviors, attitudes, and perceptions.

. Develop an interactive training environment which facilitates exchanges between males and females as well as the destruction of popular myths concerning rape. Such an environment will also allow rehearsal of decision making skills and behaviors to reduce the likelihood of a trainee becoming a victim of rape.

. Train males and females together. Open communication will assist both sexes to understand the realities of rape.

. Develop quantitative measures of effectiveness to assess changes in behavior, attitudes, and learning. Pre and post training assessments measures, behavioral checklists and attitudinal measures should be included in the training program.

. Use instructor teams which include key male personnel in the organization. Males training males convey the criticality of the issues to be addressed. Ideally, the instructor team would consist of both a male and a female.

. Conduct an instructional media selection assessment to determine the most effective media for delivery of Rape Prevention and Awareness training, including technologies, i.e., interactive courseware.

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APPENDIX A

SUMMARY OF CONTENT AREAS USED IN  
RAPE PREVENTION AND AWARENESS TRAINING

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SUMMARY OF CONTENT AREAS USED IN  
RAPE PREVENTION AND AWARENESS TRAINING

This appendix provides a summary of the literature concerning areas and issues to be addressed in Rape Prevention and Awareness Training. This material can be used by a curriculum developer to develop a comprehensive training program.

DEFINITION OF RAPE

The legal definition of rape varies from state to state. Training should be customized to fit the legal definition of the state in which the training is being presented. In the state of Florida sexual assault includes the following areas: sexual battery, attempted sexual battery, incest, child sexual abuse, indecent exposure, verbal and physical harassment, and any other unwanted sexual activity expressed by one person toward another, either overtly or in a subtle manner. Rape falls under the category of sexual battery. Rape is defined as any forced, oral, anal, or vaginal penetration by union with a sex organ of another or anal, or vaginal penetration by another by any other object (FL Statutes, 79.011, rev. 1974). Sexual battery takes many forms including gang rape, acquaintance rape, date rape, marital rape, and stranger rape.

The motivation for rape is different in each circumstance. However, knowledge concerning the psychology of the rapist will assist a potential victim in gauging their reactions to an attack. Specialists have identified three patterns of rape (Groth & Birnbaum, 1979). The three types of rape are anger, power, and sadistic.

Anger Rape

This type of assault is motivated by feelings of anger and depression. The rapist is seeking retribution for perceived wrongs, and tends to use more force than is necessary to subdue the victim. Many times the victim is battered and suffers physical trauma over all areas of the body. The victim is verbally, as well as sexually abused. The assault tends to be impulsive, spontaneous, and of short duration.

Power Rape

Power rape is motivated by feelings of anxiety in which the rapist is seeking compensation for deep seated insecurities and feelings of inadequacy. The assault is premeditated and preceded by persistent fantasies about rape. The rapist uses language which is instructional and inquisitive. The rapist will instruct the victim in how to perform specific actions and will ask the victim personal questions. Force is used to gain control of the victim and to overcome any resistance. Bodily injury is usually inadvertent rather than intentional. The assault is repetitive and may show increased levels of aggression over time and is usually of extended duration. Power rape is characteristic of the date and acquaintance rape situations.

### Sadistic Rape

Sadistic rape is motivated by intense excitement and involves symbolic destruction and elimination of the victim. Physical force, including anger and power, is eroticized. The assault is premeditated and preplanned. The actions taken are calculated and tend to involve ritualistic bondage, torture and/or bizarre acts. The assault tends to be of extended duration and is interspersed with other nonsadistic sexual assaults. The sexual assault results in severe physical trauma over the sexual areas of the body and can result in mutilation and murder.

### MYTHS VERSUS REALITIES

One of the objectives of the Rape Prevention and Awareness Training program is to destroy the myths and to heighten the audience's sensitivities to the realities of rape. Rape is not an expression of lust or the fulfillment of a need for sexual gratification. It is not an act of love. Rape is an act of violence and aggression in which the rapist seeks ultimate control and power over his or her victim. The weapon used in the crime is sex. The victim is viewed as an object to be humiliated and degraded. Since the crime of rape involves sex, in one form or another, the realities of rape have been confused with the myths surrounding rape. The myths serve two functions: (1) they provide a false sense of security for women; and (2) they legitimize the action, and place blame on the victim.

Common myths that create a false sense of security include:

- . Nice, good, wholesome girls and women don't get raped
- . If you dress conservatively you will not become a victim of rape
- . Only the young and beautiful are rape victims

Common myths that legitimize the crime of rape include:

- . Women who say no, mean yes
- . Rape is a spontaneous act of passion and lust
- . Women will use rape as an excuse for embarrassing sexual encounters
- . People commit sex crimes because they are starved for sex
- . Women really enjoy rape because men display their dominance and control through an enjoyable sexual experience
- . If the rape is imminent, the women should relax and enjoy it

Rape Prevention and Awareness Training provides an opportunity to change attitudes, clarify values and perceptions, and establish an open dialogue concerning acceptable sexual behaviors. A Dean of Harvard Law School said:

"Rape is not a woman's problem. Rape is a man's problem. We have to change the socialization of men, rather than making situations safer for females. Men need to be taught that it is not O.K. to rape women... that it's not O.K. to tell rape jokes... that it's not O.K. to take sexual advantage of women. Rape is a man's problem."  
(UCF Choice Not Chance)

#### WHO IS A RAPIST?

A rapist can be anyone, male or female, and usually involves an acquaintance or date. Date and acquaintance rape involve any forced sexual relations between persons who know one another. The assailant may be a friend, boyfriend, date, husband, neighbor or family member. Believing that a rapist is a stranger, increases one's vulnerability to becoming a victim. The bottom line is sexual relations without consent is rape. Dr. Mary Koss, at the University of Arizona, reports that 8 out of 10 victims know their attacker (Freeman, 1990). The criminal justice statistics indicate that the average rapist is a young male between the ages 16 - 27. Fifty percent of the rapist are married and or have a regular sex partner.

In reality, most rapes are planned and carefully orchestrated. The act is not spontaneous, nor is it driven by lust or passion. The victim's behavior, dress or actions do not justify or explain the crime of rape. The actions are not motivated by the desire for sexual gratification. Fifty percent of the convicted rapists are married or maintain a regular sexual relationship. The crime is not random. On average a rapist will rape five to fourteen times before being apprehended by the police (Longo & Varnes, 1982).

Male bonding contributes to the occurrence of rape, particularly gang rapes. Studies have shown that closely knit, all male groups are involved in a disproportionate number of rapes, especially gang rapes (Freeman, 1990). Warshaw (1988) indicated that gang rape results in a male bonding in which members of the group attempt to prove their sexual ability to each other. Many who participate in gang rape would not engage in rape if they were by themselves.

#### WHO IS A VICTIM?

Anyone can become a victim of rape. As discussed in the body of the report, the statistics are alarming. One in three women will become a victim of rape; one in 6 men will become a victim of sexual abuse. Men do get raped and it is usually by heterosexual men (University of Central Florida, 1990). In the United States a woman is raped every 6 minutes. In most cases (60 to 85 percent of all reported rapes) the victim knows their assailant. Figure A-1 illustrates the age distribution of the victims of rape. The most vulnerable age for females to be victimized is 15 to 24 and for males 12 to

early 20s. Young people away from home for the first time are very susceptible of becoming a victim of rape.

There are several factors which contribute to becoming a victim. Contributing factors include: availability, opportunity, vulnerability, new-found freedom, loneliness, peer pressure, insecurity, drugs and alcohol, isolation, and the need to be accepted. However, none of these factors justify the crime.

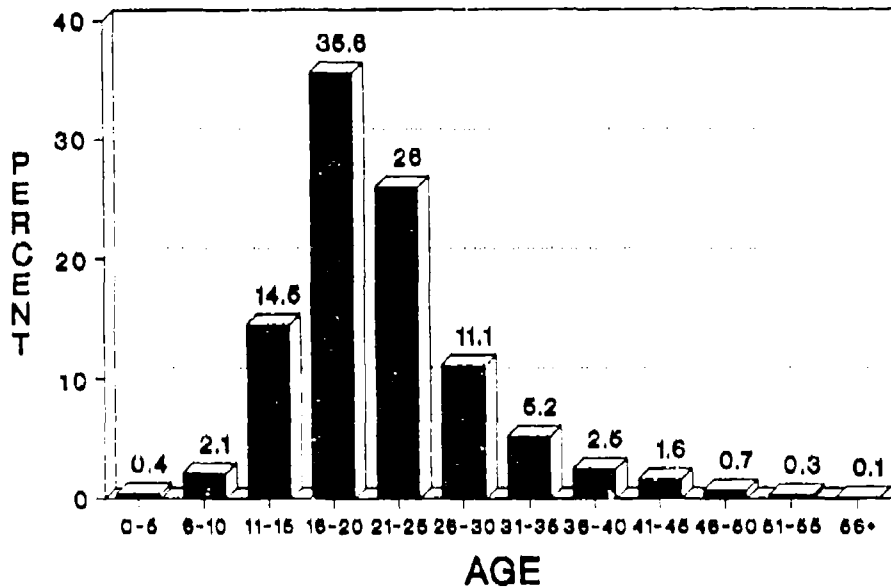


Figure A-1. Age distribution of female rape victims (Clayman, 1989).

#### CULTURAL IMPACT ON RAPE

Our culture and the socialization of children increase a woman's vulnerability to being raped and man's susceptibility of committing sexual battery. Men are taught at a very early age that their sexuality is proof of their masculinity. Sex is permissible without love or romance. Men are expected to be aggressive, tough, and independent. It is acceptable to "force" your partner to engage in sex. Boys are taught that their sexual desires are uncontrollable and their manhood is validated by having many sexual encounters. Through the socialization process, rape becomes a learned behavior.

Our culture teaches girls at a very early age that love and romance are requirements for acceptable sexual behavior. They are taught to be passive, dependent, giving, and nurturing. Society expects little girls to act like

ladies, and to be polite. They are taught that it is their responsibility not to hurt anyone's feelings. They are expected to control the sexual behaviors of their partners and if they fail to do so, they are blamed for the transgression. The burden of guilt is placed on the female. Many rape victims express feelings of guilt, shame, disbelief and fear, especially when the assailant is an acquaintance or date. Society tends to place the blame and to question the accusation of rape when the victim knows the rapist. Due to our socialization process, many victims express guilt for the rape. This may account for why so many victims of rape fail to report the crime to authorities.

#### SKILL DEVELOPMENT TO REDUCE VULNERABILITY

Rape is a crime of opportunity. Training should provide the tools, and strategies to reduce one's vulnerability of becoming a victim. The following skills areas should be addressed:

##### 1. Self Assessment and Communication Skills

Prior to engaging in any relationship, an assessment of one's values, sexual needs and limitations should be evaluated. Know your limits and openly communicate them to your partner. Through open communication and clear expression of those limits for acceptable behavior, misunderstandings and crossed signals can be avoided. The inability to forcefully communicate "NO" when one is not interested in engaging in sexual activity could increase the likelihood of being rape. Avoid mixed signals and be aware of nonverbal cues.

It is important for both partners to acknowledge each other's rights and desires. The University of Florida's Campus Organized Against Rape (COAR) has developed a Daters' Bill of Rights (Table A-1). These rights should be acknowledged and respected by both partners.

##### 2. Assertiveness Training

Learning to be assertive may reduce the probability of becoming a victim of rape. Warshaw (1988) indicated there is a strong relationship between the use of assertive behaviors and reduced vulnerability of being victimized. Body language and eye contact provide nonverbal cues to others concerning how we perceive ourselves. The perception of submission and passiveness may increase the opportunity of becoming a victim. The development of assertiveness skills provides the tools to effectively deal with uncomfortable situations.

##### 3. Listening Skills

Listening skills are important in avoiding a date rape situation. Verbal and nonverbal cues of your partner may provide clear warning signals. If mixed signals are perceived, take the responsibility to seek clarification.

Table A-1

Daters' Bill of Rights

- 
- . I have the right to refuse a date without feeling guilty.
  - . I can ask for a date without feeling rejected or inadequate if the answer is no.
  - . I do not have to act macho.
  - . I may choose not to act seductively.
  - . If I don't want physical closeness, I have the right to say no.
  - . I have the right to start a relationship slowly, to say "I want to know you better before I become involved."
  - . I have the right to be myself without changing to suit others.
  - . I have the right to change a relationship when my feelings change.
  - . I can say, "We used to be close, but I want something else now."
  - . If I am told a relationship is changing, I have the right not to blame or change myself to keep it going.
  - . I have the right to an equal relationship with the opposite sex.
  - . I have the right not to dominate or to be dominated.
  - . I have the right to act one way with one person and a different way with someone else.
  - . I have the right to change my goals whenever I want to.
- 

University of Florida (COAR)

4. Situational Awareness Skills

Participants must learn to be observant and actively assess their environment. Being aware of how the environment is changing can reduce one's vulnerability. If the situation or the events in the environment make one feel uncomfortable, leave. Learn to trust your instincts and feelings. It is not a time to be polite or worry about hurting someone's feelings. Extreme care and caution should be exercised when selecting places to go on your first date or with a new friend. Isolated areas, such as the car, your home or your partner's home, increase your vulnerability. Public places reduce the opportunity of rape. Knowledge concerning the warning signals associated with



the characteristics of sexually aggressive behavior may reduce your vulnerability (Table A-2). Table A-3 provides a list of date rape prevention tips.

Table A-2

Sexually Aggressive Behaviors

- 
- . Overly aggressive in daily behavior. May include physical violence against you or others.
  - . Disrespect for your feelings or wishes. (Doesn't like what you wear or do.)
  - . Regularly invades your personal space, too "touchy-feely".
  - . Overtly or verbally hostile against the opposite sex.
  - . Makes lewd, demeaning comments about the opposite sex. Comments are usually sexual in nature.
  - . Attempts to control your behavior, who you see, or treats you as a piece of property or an object.
  - . Overtly jealous or possessive.
  - . Enjoys being cruel to animals, children or others.
  - . Angers quickly and without justification.
  - . Unable to handle sexual and emotional frustrations without becoming angry.
  - . Berates you for not wanting to get drunk, have sex or go to an isolated place.
  - . Drinks heavily or uses drugs or tries to get you intoxicated.
  - . Fascination with weapons.
- 

(Warshaw, 1988)

Table A-3

Date and Acquaintance Rape Prevention Tips\*

- 
- . Know what you want from a relationship.
  - . Communicate what you want from a relationship.
  - . Believe and act as if you come first.
  - . Watch for non-verbal cues and warning signals.
  - . Find out all you can about someone you are dating.
  - . Watch the amount of alcohol you consume.
  - . Be aware of how much your date is drinking.
  - . If you do not like what someone is doing, reject the action, not the person.
  - . Exercise extreme care in selecting places you go on the first date. Select a public place.
  - . Be especially careful when someone you meet at a party or a bar invites you to his car or apartment.
  - . Avoid secluded areas, such as parking lots, "romantic drives", his or your apartment, and cars.
  - . Control the situation. Protect your personal space.
  - . Communicate your interests and limitations. Establish guidelines.
  - . Be cautious of everyone you meet for the first time.
  - . Be alert. Plan ahead. Trust your instincts.
  - . Keep emergency numbers, including police and rape crisis center, readily available.

---

\* Winter Park Police Department Guidelines and the University of Central Florida.

A major contributing factor in the occurrence of date rape is the excessive use of alcohol and drugs. It is estimated that 90 percent of the reported campus rapes involve substance abuse. The excessive use of alcohol and drugs interfere with one's ability to think clearly and to communicate effectively. Sex without consent is rape. If your partner is intoxicated, the ability to give consent is in question. Sex under these conditions is legally rape.

#### PREVENTION STRATEGIES TO REDUCE ONE'S VULNERABILITY

Based on the statistics, very few rapists are strangers. However, there are some basic prevention guidelines that can assist in reducing one's vulnerability. Nationally, over one-half of all rapes are committed in the victim's home. Fifteen percent of the date rapes occur in an automobile. In reality, one cannot avoid going home or using a car. Although these guidelines involve basic common sense, they should be emphasized in the training. Remember, these guidelines cannot guarantee the prevention of a sexual assault or rape.

##### In Your Home

1. Equip your doors with a wide angle (180 degrees) door viewer and dead bolt locks. If your deadbolt is within 40 inches of a window, replace the glass with unbreakable glass or install a double cylinder lock.
2. Windows should have secure locks and frames. Several adjustments can be made for added protection. For double-hung windows, drill a downward sloping hole through the top of the bottom sash and into (but not through) the bottom of the top sash. Insert a nail in this hole to prevent opening of either sash. For sliding windows, wedge the window with a metal rod to prevent entry if the lock is picked or broken. Another option is to wedge a wooden rod into the bottom track. For jalousie and awning type windows, install a metal grating on the inside of the windows. However, jalousie and awning windows are not considered to be very secure because individual panes are easy to remove or pry open.
3. Entrances and garages should have adequate lighting.
4. Trim bushes and shrubbery so no one can hide in them.
5. Never hide a key over the door frame or in a flower pot or anywhere else around the house. Thieves are very familiar with "good" hiding places.
6. Don't use your first name on mailbox or list your first name in the telephone book. Use two initials and your last name.
7. Don't admit strangers into your home. If a service person shows up to make a repair, get the name of the company, and a point of contact. Call and verify the identity of the individual. Don't be afraid to ask for proper identification.

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8. Don't prop open doors or leave garage doors unlocked.
9. Keep emergency numbers near your telephone.
10. Don't reveal your telephone number or name to a wrong number caller.
11. Don't listen to obscene telephone calls.
12. Have your key out and ready, when you come to your door.
13. Don't lend your keys to anyone. This includes acquaintances.
14. Close your windows, blinds and or curtains at night.

### In Your Car

1. Have your keys in your hands as you approach your car. Walk confidently and be aware of the people around you.
2. Lock your car door when you enter and leave it.
3. Look inside the car, around and under it before you open the door.
4. Keep your windows up and doors locked when driving.
5. Keep your purse and valuables out of sight while driving.
6. If you have car trouble, raise the hood, lock yourself in, and wait for the police.
7. Don't let the gas tank approach empty. Keep at least a quarter tank of gas at all times. Lock gas caps to deter sabotage attempts.
8. Do not stop to offer help to a stranded motorist.
9. Maintain the car in good running condition. If the car breaks down, display a sign "CALL POLICE". Know what to do if your car breaks down. Learn how to change a tire.
10. During maintenance, never leave your keys to your home or personal ID key rings with servicemen.
11. Always carry enough money for an emergency phone call.
12. If you suspect that someone is following you, drive to the nearest public place and blow your horn.
13. Park only in well-lit areas.

On the Street

1. Be cautious of your body language. If you appear passive or submissive, you become a likely victim for a rapist.
2. Walk at a steady pace and be alert.
3. Look confident and know where you are going. It can make a difference. Don't look confused. Be assertive.
4. Avoid walking alone.
5. Avoid poorly-lit streets, unpopulated areas, bushes, doorways, alleys, vacant lots and buildings.
6. Notice stores and restaurants that are open in the event you need help.
7. If you feel uncomfortable, change directions or go to the nearest store.
8. After dark, carry a flashlight.
9. Walk on the side of the street facing traffic. That way you can see all automobiles approaching you.
10. If you enjoy jogging, try to go with a friend. Change your route often.
11. Keep one hand free when walking. Don't limit your ability to react by carrying too many packages.
12. Never hitchhike.
13. Carry a dependable tear gas spray in your hand. It is a visual deterrent as well as protection.
14. Know the locations of emergency or public telephones.
15. If you are being followed, don't go home. Head to the nearest public location or lighted area.

SURVIVING AN ATTACK

Rape Prevention and Awareness Training should include a discussion of the various options available in the event of an attack. A victim's initial reaction may be fear, anxiety, and feelings of disbelief and helplessness. Although these are common reactions, knowledge of the various options and potential risks provide the needed tools to make a choice to survive. The tools provided in the training are options, not guarantees. The victim's primary objective is to survive. The chances of survival may be improved through education and training. The type of action taken by a potential victim should be based on an understanding of the crime, the available options

and potential risks involved, and an assessment of the situation. Rational decisions, even in times of high stress and anxiety, can be made if education is provided. The available options must be considered long before an attack occurs.

#### Decision Making Process

The decision to resist is influenced by three factors: the environment; the potential victim's perception of his/her ability to prevent or stop an attack; and the rapist's behavior and motivation. Table A-4 provides a summary of the various issues to be considered.

Table A-4

#### Three Factors in the Decision Making Process

---

##### ENVIRONMENT

- . Level of isolation.
- . Availability of help. (Can you scream or call attention to yourself?)
- . If assailant is attempting to abduct you, assailant does not consider the location to be safe to commit the assault.

##### PERCEPTION OF YOUR ABILITY TO RESIST

- . Physical strength to resist an attack.
- . Emotional strength to gain control of situation.
- . Willingness to gravely injure or kill your assailant.

##### PERCEPTION OF ASSAILANT'S MOTIVATION AND BEHAVIOR

- . Physical strength.
  - . Perceived power of the assailant.
  - . Use of a weapon.
  - . Use of accomplice(s).
  - . Emotional state (angry, nervous, hesitant, calm).
  - . Stranger vs. acquaintance.
  - . Amount of force being used.
  - . Effect of your actions on assailant's behavior.
- 

Training should present the various options available to a potential victim of rape. Survival may be dependent upon how quickly you react to the situation. The longer you are in the situation the less options you have. Table A-5 summarizes the various options available.

Table A-5

Available Options To Prevent a Rape

- 
1. Talk to the attacker. The victim tends to be perceived as an object, not as an individual. By talking, you force the rapist into acknowledging you as a person. However, if talking increases the attacker's level of anger, be quiet.
  2. Draw attention to yourself by screaming "rape", "fire", or "call the police." If the assailant perceives the situation as risky or that someone may come, the attack may be aborted.
  3. Try to buy yourself time. If you are in a public place, try to run. Throwing your purse, or packages in the attacker's face may buy you enough time to get away. Criminal justice authorities do not recommend running if you are in an isolated location. If you are unable to reach safety, the situation becomes more dangerous.
  4. Use of physical defense. Fighting back is an option, however, there are risks involved. You must be willing to inflict serious bodily harm or kill the assailant. If you fail to do so, you may be subjected to greater bodily harm.
  5. Vomit, defecate, eat grass, act bizarre or urinate on yourself.
  6. Submit. Submission is a viable alternative. It must be recognized that SUBMISSION IS NOT PERMISSION. If you can not prevent the rape, the objective is to survive the rape and gather evidence.
- 

DEALING WITH THE AFTERMATH

It is critical to provide information concerning the aftermath of a sexual assault. Establishing realistic expectations assists the victim in dealing with the rape and its aftermath. The following procedures should be followed in the event of a rape.

1. Remain calm and alert. If it is possible, go to a safe place.
2. Call the police immediately. Notification of an assault does not mean the victim must file a formal complaint.
3. Preserve all physical evidence of the assault. If you decide to file a formal complaint, this evidence will be critical. To preserve physical evidence: DO NOT change clothes; DO NOT shower, bathe, or douche; DO NOT apply medication on any injuries. If the rape occurs in the home, or your car, DO NOT disturb anything in the area.

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4. Get medical attention immediately.
5. Call someone to be with you or ask for a victim's advocate to be with you.
6. Write down the events of the rape. Many victims find this to be helpful in dealing with your feelings and the attack. It can also help the authorities if you decide to file a formal complaint.
7. Seek counseling.

### Establishing Realistic Expectations

Potential rape victims should be instructed on what to expect from health care professionals, the legal system, and what their rights are as a victim. Common procedures followed by health professionals involve: questions concerning your current health; a pelvic examination to collect evidence and to determine the extent of damages; an oral and anal examination; collection of blood and urine samples to determine pregnancy and sexually transmitted disease; head and pubic combings, and fingernail scrappings.

The choice to file a formal complaint is the victim's. Rape is a repetitive crime. Talking to authorities does maintain your option to prosecute if you should decide to do so. You have the right to have a female officer present and/or an officer trained in rape situations present. You will be expected to supply detailed information concerning the rape and the rapist. Figure A-2 illustrates the type of information concerning the identity of the rapist.

If you choose to prosecute, expect to work with the police and the criminal justice system. The prosecuting attorney must inform you of your rights and responsibilities. You may be required to repeat details concerning the rape several times, including to the Grand Jury and to the defense attorney. The procedures may be lengthy and drawn out and the conviction rate is very low. The legal rights of a victim vary from state to state. As a victim you have the right to be free from intimidation; to be told of possible financial compensation for victims of violent crime; to be told of possible compensation for court appearances; to be told of social service agencies which can help you; and to be assisted by your criminal justice agencies and victim advocacy program.



## SUSPECT IDENTITY CHART

Physical Description			
Hair color, cut	Height	race	socks
Eyes, Eyeglasses	Complexion	sex	physical defects
Beard, Mustache, Sideburns	Speech Characteristics (Accent, Lisp, etc.)	age	Vehicle:
Shirt	Visible Scars, Marks, Tattoos	height	make
Coat or Jacket	Nationality (if known)	weight	year
Weapon Type	Age	hair	model
Trousers	Weight	eyes	color
Shoes		complexion	license no.
		scars, marks	dents or marks
		hat	dir. of travel
		coat or jacket	how long ago
		shirt	gun seen or not
		pants	money container
		shoes	

Figure A-2. Information requested on rapist identity.

### Long Road to Recovery

Recovery from a sexual assault can be a long process. Professional counseling is strongly recommended. Most victims of rape suffer from long-term psychological problems. Many of the problems are permanent (Gender Bias Study Commission, 1990). About one-third of rape victims experience post traumatic stress disorder. Rape victims are 9 times more likely to attempt suicide than nonvictims (Congressional Caucus for Women's Issues, 1990). They are twice as likely to suffer from major depression. Victims of date and acquaintance rape tend to suffer more guilt, self-blame, and have a longer recovery period than victims of stranger rape.

Rape victims tend to go through a period of confusion, shock, fear and guilt. They may suffer from physiological distress; such as, tension headaches, physical pain, insomnia, nausea, muscle fatigue, and gynecological problems, and psychological problems. Common psychological responses include denial, repression, avoidance behavior, fears, nightmares, flashbacks, mood swings, phobias, eating disorders, anger, and resentment.

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The reactions of the victim may differ depending on the rape situation. Victims of stranger rape tend to fear strangers and express feelings of anger. They are usually able to deal with the attack and to recognize that the attack was beyond their control. They feel uncomfortable going outside. Society tends to be very supportive of and sympathetic to stranger rape victims. The victim will usually report the crime to authorities.

Victims of date rape tend to fear all men and question their judgement. They express feelings of guilt and shame. Date rape victims feel that they could have controlled the situation and prevented the attack. They are unable to feel safe anywhere. Society tends to blame the victim and may not provide the necessary support for recovery. As a result, date rape victims tend to remain silent about the crime.

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APPENDIX B

EXERCISES USED IN RAPE PREVENTION AND AWARENESS TRAINING

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EXERCISES USED IN RAPE PREVENTION AND AWARENESS TRAINING

There are a variety of exercises used to address values, ethics, and attitudes toward rape and sexual behaviors. The following exercises are included in this section: complete the sentence, myth and facts questionnaire, and clarification of values. These exercises are designed to open a dialogue between the sexes. It is critically important to remember to maintain an open and nonjudgemental environment. Don't attack the individual's belief system. The training will provide the foundation to change beliefs and attitudes.

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COMPLETE THE SENTENCE EXERCISE\*

This exercise permits the group (males and females) to explore the perceptions, values, and attitudes each holds towards sexual behavior (Keller, no date). Selection of sentences can be tailored to the audience or sex of participant. Males and females can respond to different questions. Usually the sentences are completed by the individual first. In smaller groups (usually unisex) the answers are shared and discussed. Each group presents their "group" answers to the total group. The exercise can be used to generate a dialogue between the sexes. It also provides an open atmosphere to discuss beliefs, attitudes, and available options among and between the sexes.

Complete the sentence:

1. If I feel a person is teasing me, I .....
2. When a woman leads me on, I have the right to .....
3. During heavy petting, if a girl suddenly says no, I believe .....
4. I feel I am being teased if .....
5. At the beginning of a relationship, I want a woman to know .....
6. When I say no .....
7. When I want sex and my partner doesn't .....
8. When I don't want sex and my partner does .....
9. If my partner forces/coerced me into sex, I would .....
10. Date rape is .....
11. I have a difficult time expressing myself in a relationship with my partner because .....
12. When I go out on a date, I expect .....
13. When I go out on a date, I hope .....
14. At the beginning of a relationship, I want my partner to know .....
15. Having control means .....
16. To prevent a date rape, I can .....

\* Derived from curriculum used by the University of Central Florida, University of Florida and University of Miami and the Campus Crime Prevention Programs (Keller, no date).

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MYTH AND FACTS QUESTIONNAIRE

This exercise can be used to introduce the topic of myths and realities of rape (UCF, 1990). It helps to focus the groups attention to myths that surround rape. After the students have completed the questionnaire, the instructor can discuss each questions. Additional questions can be generated based on the information presented in the course. Facts can be presented to support the correct answer. Discussion of the issues should be encouraged.

- \_\_\_\_\_ 1. If you love someone you should be willing to have sex with them. (F)
- \_\_\_\_\_ 2. If a girl gets a guy excited or leads him on she should do what he wants. (F)
- \_\_\_\_\_ 3. A boy only gets an erection if he is turned on. (F)
- \_\_\_\_\_ 4. People commit sex crimes because they do not have enough sex. (F)
- \_\_\_\_\_ 5. Boys like and need sex more than girls. (F)
- \_\_\_\_\_ 6. A lot of children like to have sex with adults. (F)
- \_\_\_\_\_ 7. It hurts a man if he doesn't ejaculate once he gets an erection. (F)
- \_\_\_\_\_ 8. Men can be forced to have sex. (T)
- \_\_\_\_\_ 9. People have the right to learn accurate information and make wise decisions about their bodies. (T)
- \_\_\_\_\_ 10. You can't get a sexually transmitted disease if you don't have intercourse. (T)
- \_\_\_\_\_ 11. It is a woman's responsibility, not a man's, to use birth control. (F)
- \_\_\_\_\_ 12. Withdrawal is an effective means of birth control. (F)
- \_\_\_\_\_ 13. All sexual abuse hurts physically. (F)
- \_\_\_\_\_ 14. Prostitutes can be raped. (T)
- \_\_\_\_\_ 15. Rape is a crime of violence, not of sex. (T)
- \_\_\_\_\_ 16. A woman can get pregnant from rape. (T)
- \_\_\_\_\_ 17. Anyone can be a sex offender. (T)
- \_\_\_\_\_ 18. Alcohol and drugs are often used as an excuse for sexual abuse. (T)

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VALUES CLARIFICATION CONTINUUM\*

This exercise is designed to clarify the individual's values and beliefs towards women and rape. Two statements are presented as end points of a continuum. Students are asked to indicate where they fall within the continuum. The exercise can be used to generate discussion or to assess the belief structure of the group. If it is used for the latter, it would be used in the intro section of the course.

- |   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
| 1. Women are never responsible for their rapes.                 | 1 | 2 | 3 | 4 | 5 | Women invite rape by their actions, appearance or behavior.                              |
| 2. Women who have erotic fantasies about rape want to be raped. | 1 | 2 | 3 | 4 | 5 | No woman wants to be raped. Fantasies about rape are different than wanting to be raped. |
| 3. Wives can be raped by their husbands.                        | 1 | 2 | 3 | 4 | 5 | Wives can't be raped by their husbands.  |
| 4. Every man is a potential rapist.                             | 1 | 2 | 3 | 4 | 5 | Only certain types of men are potential rapist.  |
| 5. I find it easier to believe a woman who "fights back."       | 1 | 2 | 3 | 4 | 5 | I tend to believe a woman who does not "fight back".                                     |
| 6. Society condones rape.                                       | 1 | 2 | 3 | 4 | 5 | Society condemns rape.   |
| 7. Rape is motivated by sexual needs.                           | 1 | 2 | 3 | 4 | 5 | Rape is motivated by needs to overpower.   |

\* Developed by Andrea Parrot, Ph.D. Used in the University of Central Florida Rape Prevention and Awareness Training course.

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APPENDIX C  
AVAILABLE RESOURCES

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### AVAILABLE RESOURCES

There are a variety of available resources on a national level to assist organizations seeking to develop a rape prevention and awareness training program. Local rape crisis centers and victims advocacy groups are valuable resources in obtaining data about the incidence of rape in the area, state and local regulations and statutes governing the crime of rape. These groups can also provide information concerning the rights of the victims and the availability of professional counseling. Another resource is local universities and colleges. Many have existing training programs which can be modified for military and civilian training.

### NATIONAL AGENCIES

The following list includes the national organizations contacted during this study.

National Institute of Justice Reference Service	1-800-851-3420
Justice Statistics Clearinghouse	1-800-732-3277
National Victims Resource Center	1-800-627-6872
National Coalition Against Sexual Assault	(202) 483-7165
National Victims Resource Center P.O. Box 6000 Rockville, MD 20858	(301) 251-5525
Alternatives to Fear	(206) 328-5247
Center for Women Policy Studies	(202) 872-1770
Violence & Traumatic Stress Research Branch Division of Applied Services Research 5600 Fishers Lane Rockville, MD 20857	(301) 443-3728
Campus Crime Prevention Programs P. O. Box 204 Goshen, KY 40026	(502) 228-1499

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